



Intent for the Year 10 Geography Curriculum 2021-2022

'All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, inter-personal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.'

We follow the AQA specification. Many local schools also follow this specification which allows sharing of ideas, resources and other CPD opportunities.

We do not follow the GCSE curriculum in a linear fashion. Instead we move between physical and human geography topics. In units, such as Living World and Natural Hazards are split into separate units to allow embedding of key knowledge (Interleaving). This keeps it more engaging for students as move between physical geography and human geography. As with the KS3 curriculum key themes are change, impact and inequality and the course covers human, physical and environmental geography themes.

We aim to deliver the GCSE specification in an engaging and challenging way, taking into account the wide range of student ability among our cohort.

Curiosity in the department character trait; we aim to develop students who can "think like a geographer.". In addition, given the exam based nature of the course they also need to "write like a geographer!"

Reference to character traits is a key part of the preparation for their GCSE including, of course resilience.

We ensure that students have practical experience of geography through two fieldwork days in year 10. The dates are yet to be finalised.

Students have PLC's and are encouraged to be reflective about their learning. In addition, they have access to the online textbook (and other resources) through Kerboodle and homework set will often focus on students reading ahead and producing a summary of learning before we study the material in class.

We aim to develop reflective, independent students with a keen sense of enquiry about the world around them.

There is one class that is shared between teachers. The teacher teaching one lesson a week will focus on case studies in Year 10 and revision/interleaving/exam practice in year 11. This in order to allow teachers to teach whole unit rather than it being shared.

Implementation: We do not follow the GCSE curriculum in a linear fashion. Instead we move between physical and human geography topics. in units, such as Living World and Natural Hazards are split into separate units to allow embedding of key knowledge (Interleaving)

Students sit a Paper 1 and 2 as part of their GCSE then a paper 3 in class as well as sitting regular practice questions/papers.

Skills are embedded across the course and cross-curricular links are highlighted by subject teachers.

Students have a PLC and all buy or are given (FSM) a revision guide in year 10. All students are encouraged to buy a revision guide at a reduced price.

Curriculum adaptations as a result of the pandemic: *We are introducing the PLC at the start of the year. Students will be regularly assessed on key terms and concepts – as a whole Year 9 were very engaged with learning last year so the KS3 curriculum has given them a core of knowledge/understanding to enable them to progress. We will make adjustments to the Curriculum to take account of effects of the pandemic on learning; potentially extending some units if required.*

Term	Enquiry/Topic/Unit: <i>What is going to be taught?</i>	Key Outcomes: <i>What will students have achieved by completing this scheme of learning?</i>	Character Education:	Assessment: <i>Will there be formative and/or summative testing? What role will interleaving play? How will this be marked?</i>	Vocabulary: <i>What are the key words for this topic/unit that students must know?</i>	Home-Learning: <i>What homework will be set and why (e.g. consolidate/extend)? How will this be marked?</i>
1a	What does success in Geography look like?	A brief overview and introduction to Geography An introduction to the challenges of GCSE. Explaining the set-up of the exams and introducing them to the Geography PLC document. Introducing topics and explaining some of the links to the geography they studied at KS3. To set out expectations.	Curiosity – what is involved in GCSE.	The PLC will be referred to throughout the academic year.	Students will be re-introduced to some key command words.	Students will be set up on Kerboodle which will be used regularly to test understanding and develop key skills including exam skills.



1a	<p>Ecosystems and tropical rainforest</p>	<p>A series of 9-10 lessons.</p> <p>This unit is assessed in Paper 2 of their GCSE and they need a theoretical understanding of ecosystems including food webs and terms such as producer and consumer and well as their interconnected nature.</p> <p>They focus on the global biome of tropical rainforest (TRF) In order to fully explain the impact of human activity on TRF they must have an understanding of the rainforest nutrient and water cycles (including a brief overview of global atmospheric circulation studied in weather hazards) alongside wider impact on climate (also in Climate Change unit).</p> <p>The case study is Malaysia and students will briefly examine other characteristics of this country including economic development to help them understand the pressures on TRF. Actions to protect TRF are on a variety of scales including actions in HIC's (High Income Countries).</p> <p>Ecosystems are studied in science and students should register that they had an introduction in Year 8. Science teach a related unit later in Year 10.</p> <p>Students are familiar with much of the technical language around ecosystems as they have studied a range of biomes at KS3 in the synoptic topics. E.g. Steppe in Russia and Savanna in Africa.)</p> <p>Embedded skills include, for example, map work identifying the location biomes and the calculation of % change in rainforest cover.</p>	<p>We are a curious department and lessons are set up as series of enquiries into the topic.</p> <p>Lessons on the challenges facing ecosystems/rainforest require students to come up with creative solutions.</p>	<p>Regular weekly revision quizzes/tests Lessons will have regular opportunity for reflection and formative assessment. Students will be introduced to the language and structure of GCSE questions throughout the unit.</p> <p>There will be an end of topic assessment.</p>	<p>Students will receive a glossary of key terms for this topic which they will be tested on during the topic (and throughout their GCSE.)</p> <p>ecosystem • biome • biotic • abiotic • producer • consumer • decomposer • food chain • food web • nutrient cycle component • scale</p> <p>• global ecosystems • vegetation • lines of latitude • distribution • global atmospheric circulation</p> <p>tropical rainforest • Equator • climate • soil • nutrient cycle • leaching • infertile • biodiversity • canopy</p> <p>deforestation • oil palm • selective logging • mineral extraction • subsistence farming • transmigration • slash and burn</p> <p>soil erosion • biodiversity • climate change • global warming</p> <p>deforestation rate • protection • resources • indigenous people</p> <p>sustainability • hardwood • conservation • ecotourism • international agreements • selective logging • debt reduction • carbon sink</p>	<p>H/W will involve students reading a section in the online textbook (on Kerboodle) and making a short 4-5 bulletpoint summary in their exercise books.</p> <p>A flipped learning exercise. Other Kerboodle activities will also be set.</p> <p>Students will enrol on Seneca learning and there will be a reward system for students who are seen to engage actively with revision.</p>
1a/b	<p>Urban issues and challenges UK/Bristol</p> <p><i>Note- 10B will be studying this once a week simultaneously with the ecosystems unit. (shared teaching)</i></p>	<p>A unit of 11-12 lessons.</p> <p>After studying Malaysia and the rainforests we feel students benefit from examining somewhere closer to home. Bristol has been chosen as our case study of a major city in the UK as many students already know it well, it is close enough to undertake their fieldwork (taught as a separate unit but linked back to this one) in one day and it is covered in the Oxford textbooks.</p> <p>The unit starts with an overview of the location of cities in the UK and population density in the UK (linking back to units studied in Year 7)</p> <p>Students examine the location and importance of the city.</p> <p>They then build up a case study of the city focussing on change, impact and response on the following themes: urban change; economic change; migration; waste and environmental issues; traffic management; urban sprawl and the demand for new housing.</p>	<p>Example: Empathy as studying areas of Bristol suffering from deprivation.</p> <p>Curiosity about this great city on our doorstep.</p>	<p>End of unit test for each topic. All students enrolled on Seneca as revision tool. Regular weekly revision quizzes/tests Lessons will have regular opportunity for reflection and formative assessment.</p>	<p>Students will receive a glossary of key terms for this topic which they will be tested on during the topic (and throughout their GCSE.)</p> <p>population distribution • population density • migration</p> <p>core city • migration • multicultural</p> <p>social opportunities • cultural opportunities</p> <p>tertiary sector • quaternary sector • high-tech industry • aerospace industry</p> <p>integrated transport system • brownfield site • urban greening</p> <p>gentrification • urban sprawl • urban growth • brownfield site</p> <p>waste recycling • landfill • atmospheric pollution • emissions</p> <p>social inequalities • social deprivation</p> <p>green belt • rural-urban fringe • greenfield site</p> <p>regeneration • dereliction</p> <p>urban regeneration • Enterprise Zone • high-tech company</p>	<p>H/W will involve students reading a section in the online textbook (on Kerboodle) and making a short 4-5 bulletpoint summary in their exercise books.</p> <p>A flipped learning exercise. Other Kerboodle activities will also be set.</p> <p>Students will enrol on Seneca learning and there will be a reward system for students who are seen to</p>



		<p>We use the examples of Filwood and Stoke Bishop to illustrate social inequality.</p> <p>We use the example of Temple Quarter to illustrate regeneration. It is a useful example as this location illustrates many of the changes that have affected the UK over time (Year 11 topic)</p> <p>Skills are embedded throughout, for example the use of Census and other data to examine inequalities in Bristol.</p>				engage actively with revision.
1b	UK landscapes Coasts	<p>A unit of 12-13 lessons. We often alternate human and physical topics - we feel that if we studied all the physical topics at successively then students could become overwhelmed with terminology and mix up key concepts. Students will have studied a coasts topic in Year 8 so this is a good time to reintroduce it. We are also in the process of organising a trip to Dawlish Warren at the end of Year 9 (mainly for students progressing to GCSE) so will use this location to exemplify coastal landforms and management.</p> <p>We start by reintroducing the variety of landscapes in the UK before focussing on coastal landscapes.</p> <p>In order to understand the formation of coastal landscapes students will first study the major processes that actively change our coastlines.</p> <p>Geographical skills will be embedded through the use of OS maps of Dawlish and other coastal locations.</p> <p>Students use photographs and a 1:50 000 OS map extract to study landforms of coastal erosion and deposition at Dawlish</p> <p>The unit end with an examination of why the coast needs protecting and an investigation into the methods used to protect our coastlines along with a brief overview of future threats and challenges.</p> <p>Many of the processes active at the coast are also associated with river landscapes which are studied later in the course.</p>	<p>Lesson are set up as a series on enquiries that feed curiosity.</p> <p>Students need to be reflective when they weigh up the merits of different coastal management systems.</p>	<p>End of unit test for each topic. All students enrolled on Seneca as revision tool. Regular weekly revision quizzes/tests Lessons will have regular opportunity for reflection and formative assessment.</p>	<p><i>landscape • relief • geology • resistant • river system • atlas • spot height • cross-section friction • fetch • swash • backwash • beach • constructive waves • destructive waves • mechanical weathering • chemical weathering • biological weathering • salt weathering • carbonation • freeze-thaw • mass movement • sliding • rockfall • landslide • mudflow • rotational slip • scree erosion • solution • corrosion • abrasion • attrition • hydraulic power • cavitation • transportation • suspension • saltation • traction • longshore drift • deposition • wave refraction • mudflats • saltmarshes landform • rock type • geological structure • wave-cut platform • headland • bay • fault • cliff • cave • arch • stack beach • berm • dune • spit • recurved end • bar • barrier beach rock type • geological structure • concordant coastline • discordant coastline • bay • headland • dune erosion • deposition • landform • stack • cliffs • grid reference • aerial photo coastal management • sea wall • groynes • rock armour • gabions beach nourishment • reprofiling • dune regeneration • dune fencing • marram grass coastal realignment • adaptation • relocation management scheme • Jurassic Coast • erosion • landslip • cliffs</i></p>	<p>H/W will involve students reading a section in the online textbook (on Kerboodle) and making a short 4-5 bulletpoint summary in their exercise books.</p> <p>A flipped learning exercise. Other Kerboodle activities will also be set.</p> <p>Students will enrol on Seneca learning and there will be a reward system for students who are seen to engage actively with revision.</p>
2a	Changing economic World. Nigeria	<p>This unit is assessed in Paper 2 and is part of the larger Changing economic world topic. Nigeria is our choice of NEE (newly emerging economy) and lessons are supported by this being the case study in our class textbooks and on Kerboodle.</p> <p>In this unit we introduce students to the global development gap, rapid economic development in a NEE. Students look at human processes and systems and how they change both spatially and temporally.</p>	<p>Empathy towards those experiencing lower levels of development shortages of food, water etc. Reflective about sustainability. Confidence with the subject matter</p>	<p>End of unit test for each topic. All students enrolled on Seneca as revision tool. Regular weekly revision quizzes/tests Lessons will have regular opportunity</p>	<p>Students will receive a glossary of key terms for this topic which they will be tested on during the topic (and throughout their GCSE.)</p>	<p>H/W will involve students reading a section in the online textbook (on Kerboodle) and making a short 4-5 bulletpoint summary in their exercise books.</p>



		Alongside the later topic on the UK they study the above themes in a range of places and at a variety of scales within Nigerai. They study inequality and uneven development within Nigeria and consider nigeria's links to the rest of the world, including the UK.		for reflection and formative assessment.		A flipped learning exercise. Other Kerboodle activities will also be set. Students will enrol on Seneca learning and there will be a reward system for students who are seen to engage actively with revision.
2a	Resources - energy	<p>This is the final unit in paper 2. We will start with an overview of food, water and food supply and demand around the world before choosing the Energy option. We felt this was the most logical option to choose at we are in such close proximity to Hinkley Point and many students will live near to this development and/or have family members who work there.</p> <p>This topic reintroduces students to resource management, specifically human processes and systems linked to water, food and water. They study a range of places at different stages of development and issues at a variety of scales.</p> <p>In the optional element of this topic students examine the opportunities and challenges faced by the UK in meeting our energy needs. This links with our next climate change topic when we study climate mitigation and adaptation and the UK over time section of Changing economic World studied in Year 11.</p>	<p>Case study of Hinkley Point feeding curiosity about the local area.</p> <p>Reflective on challenges of meeting the future energy challenge.</p>	<p>End of unit test for each topic. All students enrolled on Seneca as revision tool. Regular weekly revision quizzes/tests Lessons will have regular opportunity for reflection and formative assessment.</p>	<p>Students will receive a glossary of key terms for this topic which they will be tested on during the topic (and throughout their GCSE.)</p> <p><i>energy security • energy surplus • energy deficit • security/insecurity • fossil fuels • geothermal energy • wind energy • solar energy energy exploitation • biofuels • flashpoints renewable • energy mix • non-renewable • fossil fuels • nuclear natural gas • hydrocarbons • shale gas • fracking sustainable energy supply • energy conservation • carbon footprint • fuel efficiency • biofuel • subsistence farming • micro-hydro • sustainable • turbine</i></p>	<p>H/W will involve students reading a section in the online textbook (on Kerboodle) and making a short 4-5 bulletpoint summary in their exercise books.</p> <p>A flipped learning exercise. Other Kerboodle activities will also be set.</p>
2b	<p>Introduction to Hazards</p> <p>Hazards - Climate Change</p>	<p>This is assessed in paper 1. The first unit is hazards. We have decided to break this down into three taught units; tectonics, climatic hazards and climate change. This will allow us to interleave as example case studies and key concepts are similar across these three sections.</p> <p>Climate Change has been covered within KS3 including when studying the use of fossil fuels in Year 9.</p> <p>In this unit students will focus on physical processes and systems, how they change and how people interact with them on a range of scales and in a range of places applying these skills to climate change.</p>	<p>Studying resilience in terms of earthquake response Empathy</p>	<p>End of unit test for each topic. All students enrolled on Seneca as revision tool. Regular weekly revision quizzes/tests Lessons will have regular opportunity for reflection and formative assessment.</p>	<p><i>• natural hazard • atmospheric • geological • flooding • hazard risk Quaternary period • global warming • climate change • global temperature • ice cores • glaciers • Arctic sea ice • sea level Milankovitch cycles • eccentricity • axial tilt • precession • sunspots • solar flare • volcanic eruption greenhouse effect • atmosphere • greenhouse gases • enhanced greenhouse effect mitigation • fossil fuels • alternative energy • renewable energy • carbon capture and storage • carbon sinks • photosynthesis adaptation • management • water supply • sea level</i></p>	<p>H/W will involve students reading a section in the online textbook (on Kerboodle) and making a short 4-5 bulletpoint summary in their exercise books.</p> <p>A flipped learning exercise. Other Kerboodle activities will also be set.</p>



2b/3a	Ecosystems - Cold Environments	<p>This is assessed in paper 2 and is part of the Living world unit. Students have already studied TRF and will be familiar with the different elements of an ecosystem. The key skill is linking these concepts to an unfamiliar ecosystem. The unit finishes with a study of the impact of human activity on Svalbard which dovetails nicely with the Climate Change module they have just studied.</p> <p>This is assessed in paper 1 and focuses on physical processes and systems (for example the nutrient cycle), how they change, and how people interact with them on a range of scales with a focus on our case study of Svalbard.</p> <p>Studying a place they may never have heard of feeds their sense of curiosity and by the end of this unit many students express an interest in going to Svalbard themselves!</p>	<p>Reflective about impact of lifestyles on climate change. Curious about a different part of the world.</p>	<p>End of unit test for each topic. All students enrolled on Seneca as revision tool. Regular weekly revision quizzes/tests Lessons will have regular opportunity for reflection and formative assessment.</p>	<p><i>polar • tundra • permafrost geothermal energy • fish stocks • adventure tourism</i></p> <p><i>extreme temperatures • permafrost • services • accessibility • snowmobiles fragile • off-road vehicle • exploit • oil spill • pollution • protection technology • international agreements • conservation groups • wilderness areas</i></p>	<p>H/W will involve students reading a section in the online textbook (on Kerboodle) and making a short 4-5 bulletpoint summary in their exercise books. A flipped learning exercise. Other Kerboodle activities will also be set.</p>
3a	Urban issues and Challenges Urban Change - Rio	<p>This is assessed in paper 2. We start the topic by reintroducing some of the key themes in urban studies that students will be familiar with from our Bristol case study earlier in the year.</p> <p>They then build up a case study of the city focussing on change, impact and response on the following themes: urban change; economic change; migration; waste and environmental issues; traffic management; urban sprawl and the demand for new housing.</p> <p>Common themes with the Bristol case study are emphasised.</p> <p>As with other human geography the focus is on human processes and systems, how they change both temporally and spatially, at a variety of scales and we use Rio as a city in a NEE as a contrast to Bristol.</p> <p>Some centres teach a case study of a city within a country studied in CEW (e.g. Lagos in Nigeria) but we feel that students may become confused in their use of these places and we feel their studies are more enriched by studying a good range of places in a range of locations.</p>	<p>Empathy as studying cities at different levels of economic development.</p>	<p>End of unit test for each topic. All students enrolled on Seneca as revision tool. Regular weekly revision quizzes/tests Lessons will have regular opportunity for reflection and formative assessment.</p>	<p><i>urbanisation • migration • natural increase • urban growth • rural–urban migration • natural increase • push/pull factors • megacities global city • migration • land use • zones • squatter settlement challenges • inequalities • energy • health care • education • water supply formal economy • service industries • informal economy • street vendor air pollution • traffic congestion • water pollution • waste pollution squatter settlement • favela • services • crime • health • unemployment site and service scheme • low-cost housing • sanitation • quality of life</i></p>	<p>H/W will involve students reading a section in the online textbook (on Kerboodle) and making a short 4-5 bulletpoint summary in their exercise books. A flipped learning exercise. Other Kerboodle activities will also be set. Students will enrol on Seneca learning and there will be a reward system for students who are seen to engage actively with revision.</p>



3b	<p>Fieldwork: River fieldwork – date to be confirmed – this may be earlier in the academic year. Bristol Fieldwork – earlier in the academic year – dates to be confirmed.</p>	<p>Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There is a clear link between the subject conte (River landscapes) and this geographical enquiry.,.</p> <p>The date of the river fieldwork may be earlier in the school year. This fieldwork also reintroduces them to Rivers (studied in KS3) They will study the exam topic in Year 11. That time will also be an opportunity to revisit key learning from the fieldwork and remind them of their experiences.</p> <p>Students will find out about the different stages involved in the enquiry process, and how to investigate river processes and management using a combination of fieldwork and research. They will also have the practical experience of seeing geography in the field and of using specialised fieldwork equipment.</p>	<p>Responsible for team work and behaviour on field trip</p> <p>Reflective about learning on trip</p>	<p>Students will complete the booklet then engage in a review of field work and write up in class. They will be assessed on their understanding through past exam question practice.</p>	<p><i>Glossary terms as in the Rivers and urban issues topics.</i></p>	<p>Revision activities and wider reading tbc.</p>
----	--	--	---	--	--	---

Impact:

Student progress regularly checked against target. Students will have covered over half of the GCSE specification during the academic year so will have some additional revision time built into year 11.

Students have a much more rounded understanding of the world we all live in. They are more aware of opportunities that exist in Geography They are thinking and writing like Geographers!.

Developing students that can think and write like geographers will ensure that Geography playas a full role in the school meeting its mission statement.